PROVINCE OF SASKATCHEWAN

07-08

ANNUAL REPORT

MINISTRY OF EDUCATION

Table of Contents

Letters of Transmittal 2

Introduction 3

Ministry Overview 4

Progress in 2007-08 5

2007-08 Financial Overview 29

For More Information 35

Appendices:

Appendix A – Organizational Chart 36

Appendix B - Legislation and Regulations 37

This annual report is also available from the Ministry's website at www.learning.gov.sk.ca.

Letters of Transmittal

Ken Krawetz
Minister of Education

His Honour the Honourable Dr. Gordon L. Barnhart
Lieutenant Governor of Saskatchewan

May it Please Your Honour:

Since the election in November 2007, this government has been building on its values of growth, security, and promises. During this time, government has been deliberating on how to strategically invest in Saskatchewan to ensure the momentum translates into long-term, sustained economic prosperity, and to make certain that the benefits of the growing economy are felt by everyone who calls Saskatchewan home.

We are committed to accountability and to ensuring that we deliver on our commitments. A significant number of commitments have already been made to Saskatchewan people in 2007-08 in the election platform, the Speech from the Throne, and in the public Minister's Mandate letters. This report will provide progress on those commitments as they relate to this Ministry as of March 31, 2008. We look forward to furthering our commitment to improved accountability as 2008-09 progresses.

The Ministry of Education is accountable for delivering the priorities of the Government as outlined in the Premier's mandated direction to secure bright futures for all Saskatchewan people and to meet the growing demands of the province's growth agenda. The Ministry will continue to engage in reviewing its processes to meet our commitment to increased accountability and student achievement.

I respectfully submit the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2008.

Ken Krawetz
Minister of Education

Audrey Roadhouse
Deputy Minister of Education

The Honourable Ken Krawetz
Minister of Education

I have the honour of submitting the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2008.

Audrey Roadhouse
Deputy Minister of Education

Introduction

Since the election of a new government in November 2007, government undertook a reorganization that has affected this ministry. This report is being prepared at a time of transition to a new government's agenda and will provide reporting on key public commitments made during 2007-08, with a greater focus on commitments made by the new government since November 2007.

For the purposes of this report, progress will be reported on key commitments aligned with the Ministry's organizational structure as of March 31, 2008. This will include key actions and performance measures that were published in 2007-08, but will also include the new government's commitments since November, including the Minister's Mandate letter, Throne Speech, and other key public commitments.

Please note: In this document, "First Nations and Métis" refers to those individuals who self-identify as Treaty/Registered (Status) Indian, Non-Status Indian, Inuit, or Métis, and who participate in the off-reserve education system, unless otherwise indicated.

Ministry Overview

The Ministry provides direction for Prekindergarten – Grade 12 education. At the same time, the Ministry strengthens the performance of the school system through consultation with its sector partners and through curriculum enhancement. The progress of Saskatchewan students is monitored by the Ministry, to ensure that they meet national and international performance standards. As well, the Ministry provides leadership to the early learning and child care, literacy, and library sectors. These supports are an investment in student achievement and the well-being of all Saskatchewan children and youth, and the enhancement of literacy for all Saskatchewan people.

Following installation of the new government, the Saskatchewan Literacy Commission was moved into the Ministry of Education, maintaining this government's commitment to improving the literacy skills of all Saskatchewan people while linking literacy initiatives more closely with the education and library systems.

Services are provided by approximately 345 staff with headquarters in Regina and regional offices located in six communities throughout the province.

In supporting approximately 2,400 children in Prekindergarten programs, 9,100 children in licensed child care spaces, 860 children and their families served through Early Childhood Intervention Programs, 167,575 students in provincially-funded and independent schools, as well as 497,000 library patrons (registered borrowers within public library systems), the Ministry:

- provides program and policy support to the delivery of early learning and child care services, PreK-12 learning programs, French education, literacy initiatives, and library services; and,
- engages local, regional and provincial boards of community volunteers and/or education representatives in governance of 734 schools in 28 school divisions, 155 Prekindergarten programs, 462 licensed child care facilities, 15 Early Childhood Intervention Programs, and 310 public libraries in 10 public library systems.

See Appendix 'A' for the Ministry's organizational chart.

There are a variety of relationships between the Ministry and the institutions, agencies, boards, and organizations that comprise the early learning and child care, library, and PreK-12 education sector. These relationships vary by degree of accountability and are described in Acts and Regulations (listed in Appendix B), orders in council, and memorandums of understanding.

Minister's Mandate

In November 2007 the new Minister of Education was given a mandate to accomplish progress over four years in the following areas:

- Revise the *Education Act* to improve the consultation and assessment process before significant changes are made to school facilities.
- Provide dedicated funding for schools that meet stringent criteria as schools of opportunity or necessity.
- Review the foundation operating grant to ensure that it is fair, and achieves a better balance between classroom expenses and transportation costs when calculating per pupil funding.
- Work with school boards to increase distance education and tele-learning opportunities in rural schools.
- Ensure that Treaty education is made mandatory in the K-12 curriculum.
- Work with local school boards, the business community and community based organizations such as Junior Achievement, to enhance business literacy, entrepreneurial, and career education in Saskatchewan schools.
- Deliver on our commitment to provide new funding for community schools across the province for school lunch and anti-hunger programs.
- Ensure environmental education, conservation, and sustainability is taught in schools as part of the curriculum.
- Work with school boards towards the goal of ensuring that children and youth engage in 30 minutes of moderate to vigorous physical activity daily, while increasing healthy food options in schools.
- Deliver on our commitment to maintain funding for childcare and early childhood learning and development initiatives.

This letter can be found at:
www.learning.gov.sk.ca/department-overview.

Progress in 2007-08

The actual results for all commitments related to the Ministry of Education from the Minister's Mandate letter, the December 2007 Throne Speech, and other key commitments during 2007-08 are presented here. As well, the key actions originally published in our 2007-08 Performance Plan are provided below, organized by general strategic or policy area, and followed by a report on actual progress for each.

A New Government Direction – Growth, Security and Promises

This report provides results since the election of the new government in November of 2007 related to the new government's strategic priorities -- growth, security, and promises -- as presented in the Minister's Mandate letter, the December 2007 Speech from the Throne, and other key government commitments.

Minister's Mandate Letter, November 2007

Revise the *Education Act* to improve the consultation and assessment process before significant changes are made to school facilities. This commitment was announced in the December 2007 Throne Speech (Page 12).

- The *Education Amendment Act, 2008* was developed by the Ministry of Education and introduced in the Spring 2008 legislative session. The amendments set out a new school review process that is more comprehensive and involves greater community representation in the review of rural schools considered for closure, or a reduction in grades or years of education. The amendments also allow for schools proposed for closure after the review process has been completed to be designated by the Minister as schools of opportunity for up to two years and be eligible for additional funding. The amendments are expected to be passed in May 2008 and to be proclaimed in June 2008 when the necessary regulations have been developed by the Ministry and approved by Cabinet.

Provide dedicated funding for schools that meet stringent criteria as schools of opportunity or necessity.

- Schools of Necessity evolved out of Small Remote Schools providing supports to low-enrolment, geographically-separated schools.

- The *Education Amendment Act, 2008* was developed by the Ministry of Education and introduced in the Spring 2008 legislative session. The amendments allow for schools proposed for closure after the review process has been completed to be designated by the Minister as schools of opportunity for up to two years, and to be eligible for additional funding. The amendments are expected to be passed in May 2008 and to be proclaimed in June 2008 when the necessary regulations have been developed by the Ministry in consultation with stakeholder groups, and approved by Cabinet.

- A total of $1.0 million has been allocated in the 2008-09 budget, for schools designated as schools of opportunity.

Review the foundation operating grant to ensure that it is fair, and achieves a better balance between classroom expenses and transportation costs when calculating per pupil funding. This commitment was announced in the December 2007 Throne Speech (Page 12).

- During the 2008-09 fiscal year, the following factors/areas are scheduled for review:
  - transportation (rural, urban, and special education);
  - additional analysis on the geographic factor (this factor provides recognition for the significant, justifiable cost differences associated with providing educational services in school divisions whose schools are geographically dispersed);
  - additional work on the revenue-side of the equation; and,
  - K-12 initiatives.

Work with school boards to increase distance education and tele-learning opportunities in rural schools.

- Initial meetings with school boards will begin in April 2008.

Ensure that Treaty education is made mandatory in the K-12 curriculum. This commitment was announced in the December 2007 Throne Speech (Page 12).

- A Treaty Education Steering Team was created in 2007-08 to implement mandatory Treaty education.

- The Ministry supported the development of treaty education resources in support of mandatory treaty education. These resources, which are expected to be piloted in the classroom in the fall of 2008, include *Teaching Treaties in the Classroom* for K-6 classrooms, and *Treaty Essential Learnings* for K-12 classrooms. Also, an assessment survey involving a sampling of Grade 7 students, assessing their understanding of treaties in Saskatchewan, is expected to be conducted in June 2008, with results reported to the Ministry in the fall of 2008.

Work with local school boards, the business community and community-based organizations such as Junior Achievement, to enhance business literacy, entrepreneurial, and career education in Saskatchewan schools.

- Renewal of Middle Level Career Education curriculum is progressing, and is expected to be introduced in the fall of 2008. This will provide an introduction to a broad range of career competencies and opportunities.

- Initial exploration of opportunities for introduction of Junior Achievement to schools has begun, as well as other entrepreneurial programs.

- A K-12 Career Development Survey was distributed to all school divisions in February, 2008. 25 out of 28 school divisions responded, reporting on development or implementation of several key actions described in the K-12 Career Development Action Plan.

Deliver on our commitment to provide new funding for community schools across the province for school lunch and anti-hunger programs. This commitment was announced in the December 2007 Throne Speech (Page 10).

- An increasing number of children and youth are vulnerable for a number of reasons, including poverty and hunger; these issues may impact on their healthy growth and development, including their readiness to learn and their ability to achieve desired learning outcomes.

- Beginning in 2008-09, an additional $2.0 million over the next four years ($500,000 annually) has been committed to Community Schools across the province for school lunch and anti-hunger programs.

Ensure environmental education, conservation, and sustainability is taught in schools as part of the curriculum.

- Environmental education, conservation, and education for sustainable development will be very evident in the renewed Grades 6-9 science curriculum, and will also be reflected in other Grades 6-9 curricula including social studies, health education, arts education, and English language arts.

- Ministry of Education officials continue to be involved with Saskatchewan's Education for Sustainable Development (ESD) Network which promotes ESD in formal, informal, and non-formal education settings. ESD is an effective organization for raising awareness and promoting action within schools as demonstrated by an increased number of Youth Forums for Sustainability, held in Humboldt, Saskatoon and Prince Albert in 2007-08, and by increasing participation in events that promote ESD awareness in schools.

Work with school boards towards the goal of ensuring that children and youth engage in 30 minutes of moderate to vigorous physical activity daily, while increasing healthy food options in schools.

- Education officials have met with partners from the ministries of Tourism, Parks, Culture, and Sport (TPCS), and Health, to discuss possibilities for a comprehensive strategic plan that will promote this government's direction on physical activity and nutrition. An organizer for representing ministry initiatives which should assist in developing the strategic plan is being developed. It is anticipated that a final draft of the organizer will be completed in the fall of 2008, which will inform the direction of the ministries.

- Most recently, representatives from TPCS, Health, and Education met to discuss options for an initiative for improving the fitness of students from Kindergarten to Grade 6. This initiative will build on the planning of the committee that is developing the comprehensive strategic plan. The TPCS Ministry is determining the timelines for this initiative.

- The Ministry of Education has been working collaboratively with the ministries of Health and Social Services to develop school nutrition guidelines that will assist schools, and their partners, in developing school nutrition policies to improve healthy food choices for all students.

Deliver on our commitment to maintain funding for childcare and early childhood learning and development initiatives. This commitment was announced in the December 2007 Throne Speech (Page 11).

- This government has committed to maintaining funding levels for early learning, early childhood development, and early learning and child care in Saskatchewan.

- Saskatchewan's recent successful negotiations with the Federal government to secure funding through the Federal Child Care Spaces Initiative allows the government to exceed the original four-year federal/provincial $267.0 million commitment by $7.5 million per year.

- In the 2008-09 fiscal year, funding for 500 new child care spaces, a 4% wage lift for early childhood educators, additional funds for child care subsidy, 19 new Prekindergarten programs, and funding for the province-wide implementation of the Early Development Instrument will be available.

- An additional $1.0 million in funding provided through the School Operating Grant in 2008-09 will support 19 new Prekindergarten programs, for a total of 38 new programs in 2008-09, and a provincial total of 193 funded programs.

Speech from the Throne, December 2007

The 2007 Speech from the Throne can be found by following the links at www.finance.gov.sk.ca.

Reduce the education portion of property taxes by doubling rebates over the next four years (Page 7).

- In the 2008-09 budget, effective January 1, 2008 the Education Property Tax Credit program provides a 47% credit on agricultural property and a 12% credit for non-agricultural (residential and commercial) property, with a $2,500 cap on the credit for commercial property. This is an increase of 9% and 2% respectively, over credits provided in the 2007-08 budget.

Increase operating funding for K-12 education by 20% over four years (Page 12).

- In the 2008-09 budget, government is providing a $34.0 million increase to the school operating grant for a total of $621.0 million dollars in support. The 5.9% increase is the first step toward our commitment to increase the grant by 20% in four years.

Progress by Key Program[1]

Literacy

In November 2007 the Saskatchewan Literacy Commission was moved into the Ministry of Education, becoming the Saskatchewan Literacy Office (SLO). The SLO was established to develop and coordinate a new literacy strategy to raise awareness of the importance of high-level literacy development for all Saskatchewan people.

1. The language used in the action statements listed in this section is as published in the 2006-08 Performance Plan, and therefore uses the terminology of "department" and names of departments as they were at that time. The progress reported for each action uses the terminology of the new government, as do the Measurement Results reported here.

Working with a broad range of individuals involved in literacy programming, the Office will:

- focus the education sector on the critical importance of literacy and other essential skills;
- ensure that Saskatchewan youth possess high levels of literacy and competence in essential skills, preparing them well to participate in a vibrant Saskatchewan economy;
- build the literacy levels of Saskatchewan citizens as a key to Saskatchewan's economic and social well-being;
- coordinate the human and financial resources dedicated to literacy into a provincial plan that provides synergy across educational, economic, and community sectors; and,
- increase literacy levels in English, Mathematics, and Science and Technology.

Provide funding to the Saskatchewan Literacy Commission which will support family literacy by building upon existing programs and the community-based literacy system. [2006-08 planned result]

- This commitment contributes to growth in the labour force, and supports the government's promise of providing funding to community-based organizations that provide employment skills training to those individuals who need extra assistance to reach their full potential in the workforce.

- In 2007-08, the SLO was awarded a budget of $3.13 million to support the following activities:

  - The *Family Literacy Links* (FLL) initiative provided $500,000 new funding to support introduction of two new activities:

    - Phase I of the FLL initiative provided $415,000 for the creation and distribution of Family SmartPacks to 9,000 families in targeted revitalization neighbourhoods in Regina, Saskatoon, Prince Albert, North Battleford, and communities in the North. In March 2008, a complementary Numeracy resource kit was distributed to community schools in the same communities as those who received *SmartPacks* previously.
    - An additional $60,000 was allocated to eight designated family literacy service providers to support the creation of regional Family Literacy Hubs, which are virtual communities of expertise and experience that can support emerging literacy programs and services throughout their regions.
    - $25,000 of FLL funding was redirected to support the development of family literacy projects.

  - The *SaskSmart* Innovations Fund was established to provide financial assistance to communities to create innovative and sustainable ways to address local literacy needs in Saskatchewan. In 2007-08 this Fund provided $916,000 in funding for two program activities: Community Literacy Plans and Expressions of Interest ($7,500 grants).

    Of this amount, more than $684,000 was awarded to Community Literacy Plan recipients in 12 communities across the province and another $67,500 was allocated to nine organizations applying for Expressions of Interest funding.

- The SLO also provided $1.14 million to support delivery of adult and family literacy programs under two program funds:

  - Under the *Adult Literacy Program*, approximately $745,000 was provided in continuing funding to support the delivery of adult literacy programs and services through the province's 8 regional colleges, 4 SIAST campuses, 4 community based literacy organizations, and le service Fransaskoises de formation aux adultes (SEFFA). As well, the Saskatchewan Aboriginal Literacy Network received a grant to provide literacy services to support Aboriginal Literacy development initiatives. Over 2,000 adults access adult literacy programs and services annually.
  - Under the *Family Literacy Initiative Program* (FLIP) almost $317,000 was provided to support the delivery of family literacy programs and services through a regionally-based network of designated family literacy service providers.

The FLIP funding also supported 7 smaller family literacy projects for a total of $55,000. Over 8,000 adults and children participated in FLIP-funded programs and projects.

- The SLO prepared to host an interactive site in the technologically-linked Pan-Canadian Literacy Forum on the theme of Aboriginal Literacy, which is scheduled to be held in April 2008. Participants at the Regina event will be linked to 4 host sites in Vancouver, Winnipeg, Toronto, and Moncton, along with 5 other receiving sites involving participants from across Canada.

Early Learning and Child Care

Learning begins well before a child enters the classroom for the first time. Children's early years are a time when the building blocks for physical well-being, school readiness, and social belonging are established.

The Early Learning and Child Care Branch provides policy and program direction and advice, financial supports, and professional and evaluation supports related to licensed child care, Prekindergarten programs and services, the *KidsFirst* Strategy, and early childhood development initiatives.

Develop and implement an *Early Learning Program Guide* to support learning opportunities for three- and four-year-olds in all settings (e.g., Prekindergarten, child care centres and homes, preschools). Implementation will include:

- **distribution (print and on-line) of the Guide;**
- **conducting face-to-face workshops; and,**
- **creating web-based professional development and an interactive CD. [2006-08 planned result]**

- The *Play and Exploration: Early Learning Program Guide* was completed in March 2008. The Guide and supporting materials will be available on-line in April 2008. Distribution is planned for April 2008, with workshops beginning in May 2008.

- The creation of web-based professional development and an interactive CD will depend on available resources in 2008-09 & 2009-10.

Create a common understanding of the early learning and child care measurement tools currently used within the province, and determine the approach for Saskatchewan in measuring the impact of investment in early learning and child care. [2006-08 planned result]

- Partnering with the Canadian Council on Learning, the Ministry led a one-day symposium on September 12, 2007, in Regina. The event was attended by approximately 100 participants from the child care, school division, early childhood, First Nations, Métis, university, and community based sectors. Participants recommended province-wide implementation of the Early Development Instrument. The province, in collaboration with school divisions, plans to implement the use of the Early Development Instrument provincially in 2008-09.

Continue to move forward on implementation of a made-in-Saskatchewan system of early learning and child care including:

- **expand licensed child care by an additional 500 spaces across the province;**
- **enhance the salaries of child care staff;**
- **eliminate the wait list for children with high levels of disability to access funding for child care;**
- **develop and implement program enhancements for licensed family child care homes such as increased start up funding, support for alternate caregivers, and nutrition grants;**
- **continue to work with school divisions to increase their capacity to provide community leadership in building a system that blends early learning and child care with education, and prepare for broad based Prekindergarten in future years; and,**
- **provide capital funding to support the maintenance and renovation of existing child care infrastructure and the development of new spaces. [2006-08 planned result]**

- This commitment fulfills a promise to invest in childcare and early childhood learning initiatives.

- The commitment to expand licensed child care spaces was expanded from 500 to 800 spaces during this two-year plan. 250 spaces were developed in 2006-07, and 550 were committed in 2007-08. In January 2008, an additional 500 spaces were allocated for development by March 31, 2009.

- Funding was provided to licensed child care centres to implement an average 3% wage lift for centre staff, effective April 1, 2007.

- The monthly maximum grant to support the care required by high needs children in child care services increased from $1,500 to $2,000 per month effective June 1, 2007. The average number of children funded by this grant increased from 65 per month in April 2007 to 83 in March 2008. There continues to be no wait list for children with high levels of disability needing funding for child care.

- Start-up and/or fire safety grants for licensed family child care homes were increased from $1,400 to $3,000 in 2007-08.

- Funding was expanded to Yorkton and Moose Jaw communities to operate alternate caregiver programs similar to those in Regina and Saskatoon.

- A monthly nutrition grant of $40 per child care space was designed and implemented June 1, 2007 for all licensed family child care homes.

- Tuition reimbursement for licensed child care centre staff and providers taking Early Childhood Education classes was increased from $70 to $150, effective April 1, 2007.

- A one-time Education Support Grant was issued to licensed child care facilities to assist with the costs of upgrading Early Childhood Education training of their staff.

- Discussions to determine the role of school divisions in early learning and child care took place between the Ministry and school divisions throughout 2007-08.

- A $1.2 million one-time deferred maintenance grant for licensed child care centres to maintain or upgrade their physical infrastructures was designed and implemented.

- An interim funding policy for child care capital was developed in 2007-08 and funding of $3.15 million was distributed on this basis. The policy will also be applied in 2008-09 and will be reviewed in 2009-10, within a longer term planning approach.

- A $3,000 per space capital fund for new, approved child care centre spaces was implemented.

- More than 60 grandfathered licensed family child care homes were brought up to current fire standards with up to $3,000 per home in grant funding.

- An interim funding policy was also developed for Pre-K capital, to be applied on an as-needed basis until 2009-10 when the policy will be reviewed within a longer term planning approach. $2.484 million was distributed in 2007-08.

Examine the development of an integrated Early Learning and Child Care information management system in conjunction with the Department of Community Resources and the Business Advisory Committee of the Information Technology Office. [2006-08 planned result]

- More current approaches to technology solutions led to the Ministry's withdrawal from the proposed integrated system development. Education now plans to purchase or develop smaller linkable, but independent, systems for early learning and child care.

- An upgraded version of *Maximizer* software was purchased for implementation in early 2008-09 to address immediate issues with the client service system.

- Other software to replace the current grant payment system will be explored in 2008-09.

Provide additional funding for 30 targeted Prekindergarten programs for a total of 134 across the province by March 31, 2008. [2006-08 planned result]

- Following provision of additional funding for 15 new Prekindergarten (PreK) programs in 2006-07, new funding was provided in 2007-08 for 36 additional PreK programs – 21 more programs than committed to. This increase benefited approximately 576 more children and their families thus contributing to stronger communities and improved quality of life for children and their families.

Measurement Results:

Number of targeted Prekindergarten programs funded by the Ministry of Education, including number of children impacted.

As of:	Number of funded PreK programs (children impacted)
September 1, 1997	26 (416 children) baseline
September 1, 2002	89 (1,424 children)
September 1, 2003	104 (1,664 children)
September 1, 2004	104 (1,664 children)
September 1, 2005	104 (1,664 children)
September 1, 2006	119 (1,904 children)
September 1, 2007	155 (2,480 children)

*(**Source:** Ministry of Education, 2008-09 Operating Grant Funding Policy Manual; Early Learning and Child Care Branch files)*

PreK programs are targeted to vulnerable three- and four-year-olds, and support enhanced programming. The Ministry's PreK program was established in 1996-97, in partnership with school divisions that participate in the Community Schools Program. Since that time, the Program has expanded to additional communities based on socio-economic and other community or family needs.

This measure reflects the Ministry's commitment to assisting vulnerable children to achieve success in their learning experience.

The number of licensed child care spaces.

As of:	Number of licensed child care spaces
March 31, 2006	8,712 baseline
March 31, 2007	8,842
March 31, 2008	9,153

*(**Source:** Ministry of Social Services, Child Care Mainframe System and Ministry of Education Maximizer software database)*

1,050 new licensed child care spaces were allocated in 2007-08. The first 550 were allocated in May 2007, of which approximately half were operational by March 31, 2008. The remaining spaces were in various stages of development as of the end of 2007-08. An additional 500 spaces were allocated in January 2008 for development between then and March 2009.

Child care supports contribute to Saskatchewan's labour force both now and in the future – by providing high quality child care services to parents who want to participate in today's labour force, or to seek post-secondary education. This measure reflects the extent to which the Ministry supports families and children needing licensed early learning and child care services.

Children's Services

The Children's Services Branch provides strategic leadership within the PreK-12 education sector in a number of areas including Special Education and Intensive Supports, SchoolPLUS, Diversity, Community Education, Caring and Respectful Schools, Provincial Alternative Special Needs Schools, Youth in Custody, Early School Entrance, Early Childhood Intervention Programming, and English as an Additional Language.

Develop and pilot guidelines to better assist school divisions in identifying students with intense needs. [2006-08 planned result]

- The necessary legislative amendments were prepared and finalized, in consultation with stakeholders, for introduction in the Spring 2008 legislative session.

- The Impact Profile guidelines, developed to assist school divisions in identifying students with intensive needs, were implemented. Ministry officials met with all school divisions to review implementation.

Develop a Caring and Respectful Schools Bullying Prevention policy. [2006-08 planned result]

- Caring and respectful school environments are essential for children and young people to learn to achieve healthy personal and social development. Issues such as racism and bullying impact on a child's ability to learn.

- The *Caring and Respectful Schools: Bullying Prevention: A Model Policy* was completed in August 2006 and was provided to all Directors of Education and school administrators in September 2006 for their consideration in developing their own local policies. This resource provides assistance to schools and communities in developing a policy, or strengthening their current policies and practices, to prevent bullying.

- In their Continuous Improvement Reports, a number of school divisions have referenced this model policy, and the development of local policies, to prevent bullying.

- This commitment contributes to safe, strong communities.

Measurement Results:

Number of Community Schools funded by the Ministry of Education.

Year	Number of Community Schools funded
1980-81	11 – baseline
2000-01	41
2001-02	83
2002-03	88
2003-04	98
2007-08	98

*(**Source:** Ministry of Education, 2008-09 K-12 Funding Manual Appendix E: Listing of Community Schools)*

Students learn best when they are nourished, have safety and stability in their families and communities, are respected for who they are, and when their needs are being met. To remove barriers to their learning, growing numbers of students require a diverse range of social, health, cultural, justice, and other services.

Community Schools endeavour to provide children and youth with a learning environment and program that is culturally affirming and that respects and reflects their histories, experiences, and educational needs. As well, they provide innovative, caring, and effective responses to the learning needs of children and youth.

Community Schools recognize that children come to school as whole beings and understand the reciprocity between difficulties they experience at home or in school and how they impact on the well-being and success of children and youth.

A review of Community Schools funding, begun in 2007-08, will continue in 2008-09.

Curriculum and E-Learning

The Curriculum and E-Learning Branch works collaboratively with education sector partners to:

- develop and implement exemplary curricula/ courses that reflect research and the context of Saskatchewan teachers and learners;
- strengthen the learning program and the use of technology in education;
- develop and implement policy, effective practices, and supports for the sector;
- manage provincial technology networks on behalf of the sector;
- promote strategic professional development using a variety of methods and technologies;
- identify, evaluate, develop, recommend, and distribute resources to support teaching and the achievement of learning outcomes; and,
- deliver online and print credit courses at the secondary level based on Saskatchewan curricula.

Continue to strengthen curriculum to focus on learning outcomes. [2006-08 planned result]

- New curricula for mathematics were introduced to schools for the following levels: kindergarten, Grade 1, Grade 4, and Grade 7. These curricula focus on outcomes which identify what students are expected to know and be able to do at the end of a particular grade.

- In addition, a core set of learning resources were listed to support student achievement of the outcomes in each of the new mathematics curricula.

- Improved student achievement contributes to a growing, strong labour force.

Enhance technology in education by:

- **developing a PreK-12 policy framework around technology in education for Saskatchewan; and,**

- **establishing a governance structure that will allow the sector to identify and implement shared technology solutions to address current and emerging needs. [2006-08 planned result]**

- A first draft of a proposed *K-12 Technology in Education Policy* was developed, and internal feedback received. Revisions are underway and are expected to be completed by the fall of 2008.

- With regard to governance, it has been recommended that the education sector itself determine the appropriate governance structure. While a governance structure decision is being worked through, school divisions have placed their funds in trust with one school division in preparation for the work that will follow.

Enhance CommunityNet by facilitating the expansion of on-line learning opportunities and co-ordinating technical support services. [2006-08 planned result]

- The Ministry facilitated the delivery of interactive broadcasts and on-line supports for secondary level credit courses and provided a five year commitment to the Arts Board to support "Art on the Air" and "Tune into the Arts", programs for teachers and students to support arts education in grades 1-8.

- Also, school divisions were assisted in the preliminary implementation of video conferencing technologies and connecting with out-of-province research agencies (e.g. Royal Tyrrell Museum) using CommunityNet, the Saskatchewan Research Network (SRNet), and Canada's Advanced Network (CAnet).

Expand the capabilities of CommunityNet to support the emerging needs of the sector. [2006-08 planned result]

- Nine schools were upgraded from satellite-delivered CommunityNet connections to SaskTel wireline or wireless CommunityNet connectivity. The central Internet capacity for the learning sector was increased from 200 mb/s to 250 mb/s.

- Seven school divisions were supported in implementing individual division-based Virtual Private Networks using the technologies available through CommunityNet.

Integrate First Nations and Métis content, perspectives, and Indigenous knowledge in the curricula of all K-12 subject areas at all grade levels. [2006-08 planned result]

- Throughout the curriculum renewal process, the Ministry of Education continues to ensure that First Nations and Métis content, perspectives, and ways of knowing are foundational in the curricula of all K-12 subject areas at all grade levels. This activity contributes to strong communities and future growth of our province.

Measurement Results:

Number of K-12 courses delivered by the Ministry and the total number of students enrolled in them.

	Technology Supported Learning Unit		Interactive Televised Instruction
	Print	On-Line	
2000-01			
Courses delivered:	57	4	7
Students enrolled:	4492	122	312
2001-02			
Courses delivered:	56	7	7
Students enrolled:	4280	219	405
2002-03			
Courses delivered:	58	12	8
Students enrolled:	4415	208	367
2003-04			
Courses delivered:	52	11	12
Students enrolled:	4279	249	374
2004-05			
Courses delivered:	55	12	11
Students enrolled:	3866	233	437
2005-06			
Courses delivered:	61	14	13
Students enrolled:	3546	237	400
2006-07			
Courses delivered:	40	14	15
Students enrolled:	2274	959	492
2007-08			
Courses delivered:	18	19	14
Students enrolled:	1676	1138	370

*(**Source:** Ministry of Education, Technology Supported Learning Revolving Fund Anzio Report)*

There are a number of children and youth who, for a variety of reasons, are not able to participate in learning in a traditional classroom, or whose school is not able to offer the desired courses. This measure reflects the Ministry's focus on providing access to learning opportunities for all students regardless of their geographic location, or the limitations of their own school division. However, the 2006 restructuring into 28 larger school divisions has resulted in school divisions now having increased capacity to provide distance learning opportunities throughout the province. Thus, the Ministry is changing its focus from being the direct service provider to being the administrative centre that will assist students, their parents, and their counsellors/teachers/principals in finding courses that meet students' needs, and connecting them to the course provider. It is anticipated that the Ministry will discontinue its direct service delivery of courses at the end of the 2008-09 fiscal year. This measure will be discontinued at that time.

First Nations and Métis Education

The First Nations and Métis Education Branch provides leadership to build capacity within Saskatchewan's provincial education system to transform and empower learning communities (children, youth, educators, families, and communities) toward a shared and harmonious future. Through innovative partnerships and initiatives, the branch works to:

- foster living and learning success for all students;
- affirm cultural identity and diversity;
- support all aspects of well-being (emotional, spiritual, physical, and cognitive); and,
- ensure that teaching and learning are guided by Indigenous Knowledge.

Review and renew the First Nations and Métis Education Policy to improve:

- **the universal understanding by all learners of First Nations and Métis peoples and their contributions; and,**
- **outcomes for First Nations and Métis learners through content, perspective, and indigenous knowledge. [2006-08 planned result]**

▸ A draft of the renewed Policy was ready for internal review and discussion by March 31, 2008; completion is expected in 2008-09.

Through the Shared Standards and Capacity Building Council (SSCBC) the Department will focus on:

- **maintaining and enhancing shared curriculum outcomes and objectives;**
- **creating and strengthening joint opportunities, including assessment and evaluation, distance learning and language and cultural programming; and,**
- **developing shared performance measures and accountability for improved outcomes for First Nations and Métis learners. [2006-08 planned result]**

- and -

In partnership with First Nations and Métis people and communities, examine the learning program to ensure effective practices for First Nations and Métis education. Some specific actions of the Shared Standards and Capacity Building Council (SSCBC) include a focus on:

- **special education;**
- **language and culture;**
- **curriculum;**
- **early learning and child care;**
- **Assessment for Learning/Continuous Improvement Framework;**
- **development of teachers; and,**
- **governance. [2006-08 planned result]**

▸ Seven sub-committees of the SSCBC have been created for this purpose: Curriculum; Languages and Cultures; Teachers; Assessment for Learning; Governance; Special Education; and Early Learning and Childcare. Terms of Reference were completed for each sub-committee, and three committees undertook research activities in 2007-08 with a commitment of $39,000 from the Ministry.

▸ The Ministry of Education, the Federation of Saskatchewan Indian Nations, and Indian & Northern Affairs Canada continued to work on the development of a renewed Memorandum of Understanding, which is anticipated to be signed in 2008-09.

▸ These partnerships lead to growth of our province and a strong labour force.

In partnership with the Department of First Nations and Métis Relations and the Saskatchewan School Boards Association, work toward a representative workforce throughout the provincial PreK-12 system. [2006-08 planned result]

▸ In 2007-08 the Ministry committed $150,000 to the Saskatchewan School Boards Association in support of this project. A total of eight school divisions in Saskatchewan committed to this initiative in 2007-08.

Support development of effective Indigenous language curriculum, to be available for use in all schools:

- **K-3 Cree immersion program;**
- **K-12 instructional program; and,**
- **10-12 credit program. [2006-08 planned result]**

▸ In 2007-08 the Ministry contributed $130,000 to the *Gift of Language and Culture* project.

- Resources and programs for Cree language were developed for Nursery to Grade 3 inclusive, with completion expected by September 2008.

- The Nehiyawewin 10, 20, 30 curriculum was rewritten based on the new framework for curriculum. This curriculum is expected to be finalized by June 2008.

Career Development

The mandate of Career Development is to work with school divisions, post-secondary and trades training institutions, business and industry, labour groups, and others to implement and refine the K-12 Career Development Action Plan for Saskatchewan Schools, launched in the fall/winter of 2007-08. The two goals of this plan are that:

- Saskatchewan's young people graduate with the essential skills and career management competencies that will assist them in achieving their potential; and,
- Saskatchewan's society and labour market benefit from youth who are self-motivated and are moving positively toward their personally determined future.

Proceed with enhancement of the Career Development Action Plan which focuses on supporting children and youth to participate effectively in the social and economic future of our province, including:

- **support to four school divisions to work with other school divisions in their economic regions to strengthen connections between secondary schools and regional planning related to career and employment services, business and industry, economic development and post-secondary education;**
- **strengthened focus on career development in Grades 6-12, including support for the implementation of mandatory career development curriculum in Grades 6-9; and,**
- **enhanced teacher competency to provide guidance to students through professional development. [2006-08 planned result]**

- Ten Career Development projects with 14 school divisions were approved by the Ministry. Projects are testing various developments and innovations in career development and will be assessed by the Ministry for their potential contribution towards a provincial model of career development. Projects are scheduled for completion by June 30, 2008. The 10 projects include an emphasis on partnership development, career portfolios, integration of Blueprint career competencies, involvement of parents, transitions to work and post-secondary education, and the development of career resources.

- A Career Development survey was developed and distributed to school divisions to obtain data on the implementation of the K-12 Career Development Action Plan.

- A Coordinator of Career Development was hired by the Ministry to oversee the implementation of the K-12 Career Development Action Plan.

- The Career Development Action Plan contributes to strong communities and a growing labour force.

French Education

The French Education Branch (FEB) is responsible for K-12 French language education in Saskatchewan, and provides French language educational services for Francophone, French Immersion, and Core French programmes in Saskatchewan schools. Its main function is the development, piloting, implementation and actualization of curricula for Core French, French immersion programs and Fransaskois schools.

Develop an early childhood program for use in Saskatchewan francophone schools.

- Translation into French of the *Play and Exploration: Early Learning Program Guide* began. This resource is expected to be available for use in Francophone early childhood centres in the fall of 2008.

Accountability, Assessment, and Records

The Accountability, Assessment and Records Branch leads and oversees the:

- development and implementation of the PreK-12 Continuous Improvement Framework;
- development and implementation of the provincial Assessment for Learning Program;
- development and implementation of Grade 12 Departmental exams;
- production of education indicators reports;
- administration and analysis of national and international student assessments in the province; and,
- management of the province's student and teacher records systems including the Student Data System, student transcripts and teacher certification, and the Teacher Recruitment and Retention Initiative.

Implement the Continuous Improvement Framework (CIF) in K-12 school divisions by supporting school divisions in the planning, monitoring, and reporting of learner outcomes. [2006-08 planned result]

- and -

Implement the Continuous Improvement Framework, including:

- **completion and distribution of the Continuous Improvement Framework Guide to all school divisions;**
- **consultations with all school divisions to support development and publication of school divisions' Continuous Improvement Plans and Reports;**
- **information collection from school divisions to inform Department practice, policy development, and legislative changes needed to support improved student learning outcomes; and,**
- **leading a process to support school divisions in bi-annual conferencing. [2006-08 planned result]**

- Bi-annual conferences were held with 11 of 14 school divisions by March 31, 2008; the remaining three conferences are expected to be held by the end of May 2008. Ministry officials met with a core group of school division staff to discuss school division Continuous Improvement Reports and to engage in focused conversations about accomplishments, challenges, and opportunities related to advancing the four education sector priorities.
- Preliminary work was completed in the development of a core set of indicators to assist school divisions in their reporting outcomes related to the CIF education sector priorities.
- Information from the first round of Bi-annual conferences was summarized for a Progress Report, and to make revisions to the Continuous Improvement Framework.
- The Continuous Improvement Framework fulfills the government promise of accountability through its annual reporting requirements, and through its focus on improved student achievement.

Expand the Assessment for Learning (AFL) program to provide a broader set of division and school-specific data to inform planning, monitoring, and reporting processes undertaken by school divisions with a focus on improving student learning outcomes. Specifically:

- **administer two large-scale assessments per year (increased from one per year); and,**
- **begin broadening the AFL program from math and reading (pilot) to include writing, science, personal and social skill development. [2006-08 planned result]**

- The expanded Assessment for Learning schedule, covering 2007 through 2010, was formally communicated to school divisions in 2006-07 (see 2006-07 Annual Report).
- The 2007 mathematics and reading assessments were completed in the fall of 2007 and were communicated to school divisions in December, with follow-up interpretation workshops.

Work on the personal and social skills assessment has been discontinued, given current priorities in key subject areas. This action has been communicated to all educational stakeholders.

- The 2008 writing assessment is on schedule to be administered in the spring of 2008, scored in the summer, with reports being disseminated to schools in the fall of 2008.
- Development of the science assessment continues and is on schedule, with administration in 2010.
- New summary reports have facilitated better use of results by educators and board administrators.
- A Provincial Panel on Student Achievement was convened in January 2008 to make recommendations on improving outcomes and eliminating gaps evident in results from the AFL and other assessments in the province.

Through the Shared Standards and Capacity Building Council (SSCBC), the Department will focus on:

- **strengthening First Nations participation in the Student Data System; and,**
- **supporting smooth transitions for students as they move between First Nations systems and the provincial education system to promote improved retention and outcomes in both systems. [2006-08 planned result]**

- The SSCBC sub-committees continue to work at identifying strengths and gaps in each education system, and collaborative responses.
- In February 2008 a presentation was made to the SSCBC on aboriginal enrolments, graduation rates, and average marks.
- Ministry efforts continue in supporting administrators of First Nation schools in using the Student Data System, including training and telephone support.

Expand opportunity for First Nations learners in on-reserve schools to participate in the Assessment for Learning (AFL) program. [2006-08 planned result]

- Invitations to participate in the AFL Program were extended to reserve schools through the First Nations and Métis Education Branch. These invitations will continue to be extended in future years.

Measurement Results:

Percentage of students, by school type, included in the Student Data System.

Provincially-funded schools	June 30, 2004: 74.8 % (baseline) June 30, 2005: 97.8 % June 30, 2006: 100 % June 30, 2007: 100%
First Nations schools	June 30, 2004: 57.5 % (baseline) June 30, 2005: 63.7 % June 30, 2006: 63.7 % June 30, 2007: 93.8%
Independent schools (includes historical high schools)	June 30, 2004: 75.1 % (baseline) June 30, 2005: 97.0 % June 30, 2006: 92.6 % June 30, 2007: 100%
Custody & Care schools	June 30, 2004: 100 % (baseline) June 30, 2005: 100 % June 30, 2006: 100 % June 30, 2007: 100%

*(**Source:** Ministry of Education, Student Data System)*

The previous measure reflects the Ministry's ability to track all students throughout their PreK-12 experience, regardless of their movement between and among school systems, including those children never registered in a school.

Graduation rates by type of credential.

Grade 12: (Graduates from K-12 provincially-funded, First Nation, and independent schools offering 24-credit program)	2001-02: approx. 78% of 18 yr olds in province (12,341 grads) 2002-03: 77.9% of 18-yr olds in province (12,276 grads) 2003-04: 75.8% of 18-yr olds in province (11,908 grads) 2004-05: 77.7% of 18-yr olds in province (11,838 grads) 2005-06: 80.0% of 18-yr olds in province (11,873 grads) 2006-07: 75.3% of 18-yr olds in province (11,575 grads) (**2005-06 and 2006-07 Source**: *Ministry of Education, Student Data System; Statistics Canada, CANSIM Table 051-0001, 18-year-olds at July 1 in 2006 and 2007)*
Grade 12 equivalency: GED ('participants' includes those who wrote at least 1 of the 5 GED tests during the year, regardless of status)	2002: 61.1% (773 completers of 1265 participants) 2003: 58.5% (901 completers of 1541 participants) 2004: 58.4% (956 completers of 1636 participants) 2005: 57.0% (949 completers of 1664 participants) 2006: 59.1% (860 completers of 1455 participants) 2007: 53.6% (746 completers of 1393 participants) (***Source:*** *NRSpro.com)*
Adult 12 (provincially-funded K-12 schools and post-secondary institutions; number of participants cannot be determined)	2001-02: 404 completers 2002-03: 580 completers 2003-04: 597 completers 2004-05: 675 completers 2005-06: 874 completers 2006-07: 835 completers (***Source:*** *Ministry of Education, Student Data System)*

Student Data System (SDS) numbers may differ from those previously reported due to broader inclusion of students on the SDS (and adjusting for in- and out-migration), and due to ongoing maintenance and updating of the SDS. NRSpro.com numbers may differ from those previously reported as this is a dynamic, changing database.

The Ministry of Education acknowledges that not all students go on to post-secondary education or training. However, in the interests of a strong and growing economy, it is desirable that Grade 12 graduation or equivalency be the minimal achievement by Saskatchewan youth. Although this indicator is impacted greatly not only by our sector partners, but by the students and their families, it measures the success of students in programs and services, and the sector's contributions to positive outcomes for learners.

Percent of students[1] in a cohort[2] starting Grade 10 in the year shown who complete Grade 12:

	Within 3 years	Within 5 years
All Students		
2000-01	71.89%	78.59%
2001-02	72.06%	78.54%
2002-03	72.03%	78.58%
2003-04	72.38%	n/a
2004-05	72.85%	n/a
Self-declared First Nations and Métis Students		
2004-05	30.73%	n/a

1 Includes students in provincially-funded, Independent, and First Nations schools.
2 Grade 10 cohort consists of students having marks in two Grade 10 subjects and enrolled in Grade 10 for the first time.

*(**Source:** Ministry of Education, Student Data System). Numbers may differ slightly from those previously reported due to broader inclusion of students on the Student Data System (and adjusting for in- and out-migration), and due to ongoing maintenance and updating of the System.)*

Students are expected to graduate within three years of starting Grade 10, however a certain percentage of students graduate a few years beyond the normal graduation year. This measure reflects the persistence of Saskatchewan high school students in achieving Grade 12 graduation within a reasonable period of time following entry into Grade 10. In addition to the Ministry's role in achieving these results, our sector partners also have a significant impact on these measures through their instructional approaches and student services and supports, as do the students themselves and their families.

The number of School Division Continuous Improvement Plans developed and made available to their communities and to the Ministry.

28 school divisions (100%) have submitted Continuous Improvement Plans to the Ministry of Education. During bi-annual conferences conducted to March 31, 2008, it was determined that, while the reports varied, they all provided contextual information about their vision and mission statement, division goals, student demographics, and programs and services. Also, reports outlined key actions to advance improvement in the four education sector priority areas and provided a variety of financial information relevant to school division operations.

School divisions vary in the communication of their Continuous Improvement Plans with their public. A number of divisions communicate their information through newsletters and annual meetings. A review of school division web sites is planned for early in 2008-09, to determine how that medium is used to communicate their Continuous Improvement Plans.

*(**Source:** Ministry of Education (2008). PreK-12 Continuous Improvement Framework Bi-Annual Conferences, A Progress Report (Draft), May 21, 2008)*

Student performance in Mathematics, Reading, and Science in the Programme for International Student Assessment (PISA).

	The scales used to arrive at overall reading, mathematics and science scores were standardized to produce an international average of 500, with 2/3 of student scores between 400 and 600.		
Mathematics		**Sask**	**Canada**
	2000: (baseline)	525	533
	2003:	516	532
	2006:	507	527
Reading		**Sask**	**Canada**
	2000: (baseline)	529	534
	2003:	512	528
	2006:	507	527
Science		**Sask**	**Canada**
	2000: (baseline)	522	529
	2003:	506	519
	2006:	517	534

*(**2000 and 2003 Source:** Statistics Canada and the Council of Ministers of Education, Canada 2006, Report of the Pan-Canadian Education Indicators Program 2005)*
*(**2006 Source:** Statistics Canada (2007), Measuring Up: Canadian Results of the OECD PISA Study, The Performance of Canada's Youth in Science, Reading and Mathematics, 2006 First Results for Canadians Aged 15, Tables B1.1, B2.1, B2.2)*

The PISA study occurs every three years, and sheds light on a range of factors that contribute to successful students, schools and education systems. It measures skills that are generally recognized as key outcomes of the educational process. The assessment focuses on young people's ability to use their knowledge and skills to meet real life challenges. These skills are believed to be prerequisites to efficient learning in adulthood and for full participation in society (Adapted from Statistics Canada, 2007, *Measuring up: Canadian Results of the OECD PISA Study, 2006 First Results for Canadians aged 15*).

This measure demonstrates how Saskatchewan 15-year-old students are performing on the PISA in relation to the average of Canadian 15-year-old students.

Saskatchewan 15-year-olds performed statistically significantly below the Canadian average in all performance areas measured, and are trending downward.

Student performance in Mathematics, Reading, and Science in the Pan-Canadian Assessment Program (PCAP).

	The scales used to arrive at overall reading, mathematics and science scores were standardized to produce a national average of 500, with 2/3 of student scores between 400 and 600.		
Mathematics	**2007:** (baseline)	**Sask** 461	**Canada** 500
Combined Reading	**2007:** (baseline)	**Sask** 471	**Canada** 500
Science	**2007:** (baseline)	**Sask** 480	**Canada** 500

*(**Source:** The Council of Ministers of Education, Canada (2007). PCAP-13 2007 Report on the Assessment of 13-Year-Olds in Reading, Mathematics, and Science. pp 19, 35, 36)*

The PCAP is the most recent Council of Ministers of Education, Canada initiative to inform Canadians on how well their education systems are meeting the needs of students and society. The information gained from such an assessment gives each minister of education a basis for examining the curriculum and other aspects of their school system. It is expected that PCAP will be administered every three years, with a different major domain each year. The major domain of PCAP 2007 was reading, while the minor domains were mathematics and science. (Source: Adapted from *PCAP-13 2007 Report on the Assessment of 13-Year-Olds in Reading, Mathematics, and Science*).

Although this is just one measure of student achievement at one age level, the 2007 mean score for Saskatchewan students is statistically significantly lower than that of Canadian students overall, in all three domains.

The results will be referred to the Provincial Panel on Student Achievement. This committee was formed in 2007-08 to make recommendations in 2009 for improving student achievement in Saskatchewan. It includes teachers, parents, administrators, school board members, academics, and First Nations officials from across the education sector.

Education Finance and Facilities

The mandate of the Education Finance & Facilities Branch is to provide responsible, accountable, and equitable management of the K-12 financing system, and capital funding for school facilities. This includes:

- sound financial management and control of the K-12 operating grant and property tax credit program;
- enhanced reporting standards and better public understanding of school division finances and operations;
- proper and consistent treatment of school administration issues;
- development of an equitable and transparent funding system that supports student achievement; and,
- distribution of construction funding for schools.

As part of Phase 2 of the K-12 Operating Grant redevelopment, revise the diversity factor to include targeted funding to address the needs of students whose mother tongue is not English. [2006-08 planned result]

- For implementation in 2008-09, the diversity pool was reallocated to target a larger portion of the recognition to the school divisions with the highest incidence of vulnerable children. This was achieved by increasing the share of vulnerability recognition and decreasing the share of per pupil recognition.

Develop a framework to provide infrastructure support for the delivery of First Nations and Métis language and cultural programming. [2006-08 planned result]

- A draft proposal for facilities to support First Nations and Métis language and cultural programming will include the provision of a cultural facility at high schools approved by the Ministry, where a majority of the students are of First Nations or Métis ancestry. These cultural facilities will provide appropriate space for Elders' sweats, and other supports identified for that community. These facilities will be available to the users of the school and the broader community. In addition, facilities guidelines will recognize the space required for dual language programming where the Ministry has approved the programs.

Develop and implement a work plan to move school divisions to financial statements compliant with Generally Accepted Accounting Principles (GAAP) by the start of the 2008-09 school year to improve the quality, reliability, and timeliness of school division financial reporting. [2006-08 planned result]

- The Ministry has been working with the Saskatchewan Association of School Business Officials (SASBO) accounting committee throughout the 2007-08 fiscal year. Guidance papers have been prepared and distributed to school divisions addressing the implementation of school-generated funds.
- The Ministry, in conjunction with the SASBO accounting committee, plans to conduct a learning session at the annual SASBO conference in April 2008 which will address various issues surrounding the implementation of school-generated funds.
- The Ministry was allocated $500,000 for the 2008-09 fiscal year in order to help with the implementation of the Public Sector Accounting Board's GAAP by school divisions. These funds will be directed to fund a province-wide actuarial assessment regarding the measurement of employee future benefits for financial reporting purposes.
- The Ministry will continue to work with SASBO and school divisions throughout 2008-09 to help fully implement these standards in their financial reporting.

Provide education property tax relief targeted to agricultural property owners through a 38 per cent Education Property Tax Credit to meet government's commitment to a 60/40 provincial/local financing arrangement for agricultural property tax payers, and an eight per cent tax credit for non-agricultural property owners. [2006-08 planned result]

- Amendments to the Education Property Tax Credit Regulations were enacted in May 2007, to implement the tax changes.
- In the 2007-08 budget, the Education Property Tax Credit program provided a 38% credit on agricultural property and a 10%

credit for non-agricultural (residential and commercial) property, with a $2,500 cap on the credit for commercial property.

- These actions contribute to making good on government's commitment to achieve a better balance in paying for our education system.

- For more on the government's commitment to reduce the education portion of property taxes, see the response to commitments announced in the December 2007 Throne Speech, provided earlier in this report.

Implement Phase 2 of the K-12 Operating Grant redevelopment to meet government's commitment to a more equitable, transparent, and simple funding formula. [2006-08 planned result]

- As reported in the 2006-07 Annual Report, Phase 2 changes were developed in 2006-07, and implemented on April 1, 2007.

Fully fund the incremental cost of teachers' collective agreement increases. [2006-08 planned result]

- The Government of Saskatchewan has met its commitment to fully fund the increase in teachers' salaries as a result of the collective bargaining agreement. $19.75 million was added to grant funding on the 2007-08 budget, with another $4.10 million added during the year. This total of $23.85 million reflects the government cost of its obligation to fully fund the increased cost of teacher salaries in 2007-08.

Complete analytical work on remaining K-12 Operating Grant factors and move into an ongoing review cycle. [2007-08 planned result]

- Phase 3 changes were developed in 2007-08, for implementation April 1, 2008, including:

  - reallocated diversity pool to target a larger portion of the recognition to the school divisions with the highest incidence of vulnerable children. This was achieved by increasing the share of vulnerability recognition and decreasing the share of per pupil recognition;
  - updated Intensive Supports prevalence rates, based on a weighted average (.5) of the 2005-06 and (.5) of the 2007-08 prevalence rates to transition from a medical-based model to a needs-based model;
  - French Immersion changed to Language Immersion to reflect that recognized language immersion programs in French, Cree, and Ukrainian are eligible for Language Immersion recognition. Funding provides school divisions with more management flexibility to respond to local needs and circumstances; and,
  - revised the geographic factor by changing criteria for eligible schools. Only schools that are 40 km or more from a city centre (a centre with a population of over 4,000) will be eligible for geographic recognition. Improves on past recognition of incremental costs associated with operating schools where population is widely dispersed.

- For more information on the Phase 3 changes, see Appendix B in the 2008-09 K-12 Operating Grant Funding Manual, by following the link at: www.learning.gov.sk.ca/Default.aspx?DN=0a214474-b29f-4b18-9f67-0254e54fb6e6

Begin to review and strengthen business processes between the Department and school divisions to improve data collection and reporting. [2006-08 planned result]

- Eliminated tuition fee revenue and expenditure reporting. Replaced with the Full Time Equivalent (FTE) Enrolment Adjustment, which recognizes students sent to, or received from, a third-party (excludes other Saskatchewan school divisions).

- Home-based students have been included in the FTE Enrolment Adjustment. This reduces the reporting burden for school divisions by reducing the number of forms to be completed.

- Key expectations for a number of grant factors have been revised and updated and are contained in the Funding Policy Manual.

- Updated the Funding Policy Manual that documents how funding is calculated for each factor and made it available to the public and all school divisions on the Internet.

- Historically recognized agreements were included in the Funding Policy Manual to enhance transparency with School Divisions.

- Conducted extensive consultations on Phases 1 and 2 Operating Grant review process and on Phase 3 changes.

- These activities contribute to fulfilling the government's promise of improved accountability, and to transparency of education funding.

Survey school divisions to obtain baseline information to support development of a long-range capital plan for a sustainable infrastructure to support education programs in the province. [2006-08 planned result]

- As a result of the work conducted in 2006-07, and development of the Long Range Facility Plan templates, a request to move ahead with baseline data was included in the budget development for 2008-09.

Develop a standardized template and guidelines to enable school divisions to consistently plan for long-range facility needs. [2006-08 planned result]

- The templates for the Long Range Facility Plan were developed and tested in 2007-08. Implementation is planned for 2008-09, beginning with school division consultations.

In consultation with Saskatchewan Finance and the Capital Co-ordination Committee (consisting of other government departments having capital budgets), establish a government-wide process for determining capital priorities. [2006-08 planned result]

- As a result of the Information Technology Office review of facilities management software requirements, additional enhancements to the Capital Co-ordination Committee terms of reference are required, and are expected to be made in 2008-09.

Develop a proposal regarding support of libraries facilities management, and funding for public libraries capital needs. [2006-08 planned result]

- This work is deferred to 2008-09.

Develop and publish changes to facility guidelines to address the government's commitment to early learning and child care. [2006-08 planned result]

- Some revisions were made to the guidelines for major projects that had been developed in 2006-07. Additional changes are planned for 2009-10.

Provide $9.8 million in block funding and $12 million for K-12 major capital projects. [2006-08 planned result]

- The funding referred to in this action was fully allocated in 2006-07.

- In 2007-08 the Ministry allocated $11.2 million to three major capital projects and $7.1 million to 86 block projects.

- An additional $13.1 million was allocated to three major capital projects in February 2008.

Other Key Strategic Initiatives

Develop an overarching conceptual framework and policy clarifying best practices, linking program supports and strengthening strategic focus and outcomes, including renewing support for SchoolPLUS, Community Education, and other initiatives into a coherent frame. [2006-08 planned result]

- An external Advisory Committee was established.

- To inform the development of the conceptual framework and policy, the following have been completed:

  - an analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT); and,

- three research papers:
  - "Promising Practices in Supports for Learning";
  - "Success for All: Supporting Learning in Saskatchewan"; and,
  - a cross jurisdictional review of policy and practice.

- Initial consultation with External Advisory Committee on policy framework is underway.
- This work will help to grow strong communities.

Develop a protocol among Learning, Community Resources, Health, and Corrections and Public Safety to support children and youth who are not enrolled in an approved education program, or are at risk of leaving school. [2006-08 planned result]

- A number of activities occurred in 2007-08 in support of children and youth who are not enrolled in an approved education program, or are at risk of leaving school. While a draft protocol was prepared, it became evident that Memoranda Of Understanding (MOU) were required to ensure specific information-sharing needs were addressed, such as:
  - building upon the short-term MOU established in 2006-07, an MOU with the Ministry of Social Services was drafted to share information in the longer term (i.e. beyond the pilot phase);
  - Saskatoon pilot continued with the following deliverables:
    - youth focus groups in Saskatoon completed;
    - inventory of Saskatoon Programs and Services compiled; and,
    - pilot project report completed, providing recommendations for local and provincial action.
  - Revised guidelines for enrolment, withdrawal and follow-up were communicated to all administrators; and,
  - development of MOU was initiated with the Ministry of Corrections, Public Safety and Policing to establish standards for approval of education programs in custody facilities.
- These actions contribute to stronger, safer communities, and to a growing labour force.

Provide support to school divisions and monitor implementation of School Community Councils (SCC) in all provincially-funded schools, including:

- **elections for each School Community Council; and,**
- **orientation and in-service for all School Community Councils. [2006-08 planned result]**

- SCC implementation proceeded as planned with the majority of elections complete by the end of June 2007, and the remaining few completed in fall 2007.
- In 2007-08, School Community Councils developed their constitutions, appointed additional members according to the Regulations, and developed processes for engaging parents and community members in the development of their Learning Improvement Plan.
- The Ministry continued to contract the Saskatchewan School Boards Association to support boards of education during the implementation process. The Association provided: networking and professional development opportunities for the Superintendents and Consultants responsible for SCC implementation; delivered 42 implementation workshops for SCCs; and developed and distributed a training DVD.
- In addition to providing support and orientation for SCCs, boards of education developed communication processes to provide opportunities for SCCs to provide input to board planning and policies.

In partnership with others, invest in the revitalization of Regina's inner city by planning and funding two facilities in Regina:

- **the Regina trades and skills centre, to**

better engage youth in learning and the labour market; and,

- **the North Central community services centre, aimed at improving services to the inner city. [2006-08 planned result]**

- Two interim facilities were secured in October 2007. Work related to securing a long term facilities solution will continue into 2008-09.

- Preliminary planning was completed and the conceptual design phase began in March 2008. Work on conceptual and detailed design is planned for 2008-09.

- Funding for both facilities is being held in trust by one school division and will be spent on capital project work as approved by the Ministry and steering committee.

In partnership with the Department of Advanced Education and Employment, support the investment in the revitalization of the Mount Royal neighbourhood in Saskatoon through the development of a trades and skills centre, to better engage youth in learning and the labour market. [2006-08 planned result]

- The planning work was completed and detailed design started for the Saskatoon trades and skills centre. It is anticipated that renovations will begin in 2008-09.

These three centres in Regina and Saskatoon will contribute to safer and more secure communities, and a growing labour force.

Conduct a review of Independent Schools and make recommendations regarding:

- **independent schools legislation (statutes and regulations);**
- **policies and practices relating to the children and youth enrolled in independent schools, their parents, and the public;**
- **governance of independent schools; and,**
- **funding of independent schools. [2006-08 planned result]**

- Consultations with Independent Schools and other educational stakeholders have been completed. A report, and accompanying recommendations, has been drafted. A final report and recommendations are expected to be submitted to the Minister of Education in 2008-09.

Measurement Results:

The percentage of School Community Councils elected and in place in provincially-funded schools.

June 30, 2006 - 0 (baseline)
June 30, 2007 - As part of the Continuous Improvement Framework monitoring, school divisions report that most elections were completed by the end of June 2007, with the remainder complete in fall 2007. More in-depth data collection will be completed through a survey in June/July 2008, and reported in the 2008-09 Annual Report.

The percentage of School Community Councils that are operational in provincially-funded schools.

June 30, 2006 – 0 (baseline)
June 30, 2007 – Continuous Improvement Framework data collection processes changed and therefore this data was not collected in fall 2007. More in-depth data collection will be completed through a survey in June/July 2008, and reported in the 2008-09 Annual Report.

Public satisfaction with the learning system and public library system.

	July 2005 (baseline)	January 2006	Sept 2006 (new baseline)	Jan 2007	August 2007
Percent of residents who think the quality of Kindergarten to grade 12 education in Saskatchewan is generally:	Good-Very Good: 51% Poor-Very Poor: 15%	Good-Very Good: 54% Poor-Very Poor: 12%	Good - Excellent: 52% Poor-Very Poor: 10%	Good-Excellent: 56% Poor-Very Poor: 7%	Good-Excellent: 49% Poor-Very Poor: 8%
Percent of residents who think the quality of service from the public library system is generally:	Not comparable	Good-Very Good: 77% Poor-Very Poor: 6%	Good-Excellent: 67% Poor-Very Poor: 6%	Good-Excellent: 66% Poor-Very Poor: 4%	Good-Excellent: 66% Poor-Very Poor: 3%

*(**Source:** Saskatchewan Government Public Opinion Surveys. www.gov.sk.ca/Default.aspx?DN=d22aabde-6b0c-4fd6-a472-bebf9978d53b)*

Quality programs and services are required to ensure student success.

This measure tracks general public perceptions about the quality of K-12 education and public library systems, based on results of a random sample of 1,200 survey participants from across Saskatchewan. The survey is considered statistically accurate to a 95% confidence level of +/- 2.8%.

Confidence in the education sector is reflected in a variety of ways, including satisfaction expressed through public opinion surveys. Public perceptions related to the education sector are impacted by a variety of factors including media coverage, other jurisdictions, personal experiences, and the opinions of others.

The August 2007 results shown in the table above are the most recent results. This survey reflects a decline in the proportion of respondents who indicate the quality of K-12 education is good to excellent. Two-thirds of survey participants deemed the quality of service provided by the public library system to be good to excellent. Additional survey results are available at the website referenced above.

Please note the shaded columns in the table indicate a change to the rating scale used to record results; accordingly, these results cannot be compared to the previous surveys referenced in the table.

2007-08 Financial Overview

Introduction

Total 2007-08 actual expenditures for the Ministry were $958.900 million resulting in a variance of $15.000 million in excess expenditures over the original budget of $943.900 million and $34.700 million under the restated budget of $993.600 million.

The variance from the original estimates to actuals contains a $15.000 million over expenditure. Increased funding was required for the teacher salary increases and benefit costs resulting from the teachers' collective agreement settlement; capital funding to provide grants to school boards to address approved capital projects on a more timely basis; and increased education property tax credits for residential and commercial property. These requirements were partially offset by an under expenditure in the Teachers' Superannuation Plan of nearly $30.000 million largely due to unanticipated levels of retirement.

The variance from the restated estimates to actuals is a $34.700 million under expenditure. This reflects an under expenditure in Early Learning and Child Care, as costs did not materialize as planned, plus the Teachers' Superannuation Plan was significantly under budget.

Supplementary estimates were provided to the Ministry in the amount of $50.005 million. This included increases for teacher's salary increases and benefit costs resulting from the teachers' collective agreement settlement ($13.961 million); the delivery of the autism program ($0.073 million); for costs offset by federal revenue for additional child care and prekindergarten spaces ($7.500 million); for increased education property tax credits for residential and commercial property ($14.950 million); for costs offset by federal revenue to continue the Community Access Program in public libraries ($0.421 million); and, for capital funding to provide grants to school boards to address approved capital projects on a more timely basis ($13.100 million).

The 2007-08 Budget Summary can be found by following the links at www.finance.gov.sk.ca/budget/2007-08 .

Expenditures

The following table provides information on actual, budgeted, and restated expenditures by subvote and subprogram. Variance explanations are provided for all variances greater than $0.500 million.

	2007-08 Actuals	2007-08 Original Estimates	2007-08 Restated Estimates Includes Sup Est	Variance Actuals to Original Estimates		Variance to Restated Estimates	
Central Management and Services							
(ED01)							
Executive Management	1,653	1,034	1,034	619	1	619	15
Central Services	8,329	8,575	8,236	(246)	2	93	
Accommodation Services	3,582	3,799	3,799	(217)		(217)	
Sub Vote Subtotal	**13,564**	**13,408**	**13,069**	**156**		**495**	
Pre-K-12 Education (ED03)							
Operational Support	8,638	8,997	8,997	(359)		(359)	
School Operating	594,613	587,012	594,911	7,601	3	(298)	
School Capital Transfers	33,910	18,326	31,426	15,584	4	2,484	16
School Capital-Debenture Interest Payments	13	100	100	(87)		(87)	
Regional Services	2,412	2,918	2,918	(506)	5	(506)	17
French Education	8,566	8,853	8,853	(287)		(287)	
Educational Agencies	1,292	665	665	627	6	627	18
Subvote Subtotal	**649,444**	**626,871**	**647,870**	**22,573**		**1,574**	
Early Learning and Child Care (ED08)							
Operational Support	2,844	3,856	3,856	(1,012)	7	(1,012)	19
KidsFirst	4,005	3,197	4,003	808	8	2	
Early Childhood and Intervention Program	3,210	2,888	2,961	322		249	
Child Care Facilities	32,725	31,166	37,860	1,559	9	(5,135)	20
Early Childhood Education	204	204	204	-		-	
Subvote Subtotal	**42,988**	**41,311**	**48,884**	**1,677**		**(5,896)**	
Curriculum and E-Learning							
Operational Support	1,264	1,268	1,268	(4)		(4)	
Curriculum and Instruction	3,077	3,339	3,339	(262)		(262)	
Children's Services	788	581	581	207		207	
Secondary Digital Learning	212	326	602	(114)		(390)	
Technology Supported Learning Revolving Fund-Subsidy	667	376	376	291		291	
Subvote Subtotal	**6,008**	**5,890**	**6,166**	**118**		**(158)**	
Literacy (ED17)							
Literacy Office	616	570	570	46		46	
Literacy Initiatives	2,515	2,557	2,557	(42)		(42)	
Subvote Subtotal	**3,131**	**3,127**	**3,127**	**4**		**4**	
Provincial Library (ED15)	**9,841**	**9,641**	**10,362**	**200**		**(521)**	21
Education Property Tax Relief (ED09)	**122,489**	**107,850**	**122,800**	**14,639**	10	**(311)**	
Teachers' Pension and Benefits (ED04)							
Teachers' Superannuation Commission	1,352	1,389	1,389	(37)		(37)	
Teachers' Dental Plan	8,726	9,448	9,448	(722)	11	(722)	22
Teachers' Extended Health Plan	24,192	18,706	24,192	5,486	12	-	
Subvote Subtotal	**34,270**	**29,543**	**35,029**	**4,727**		**(759)**	
Total Non-Statutory	**881,735**	**837,641**	**887,307**	**44,094**		**(5,572)**	
Capital Acquisitions	-	-	-				
Capital Amortization	**1,081**	**1,081**	**1,081**	-		-	
Total Department Expense	**882,816**	**838,722**	**888,388**	**44,094**		**(5,572)**	
Statutory Subvotes							
Teachers' Superannuation Plan	33,400	63,517	63,517	(30,117)	13	(30,117)	23
Teachers' Group Life Insurance	1,748	1,752	1,752	(4)		(4)	
Saskatchewan Teachers' Retirement Plan	42,052	40,971	40,971	1,081	14	1,081	24
Correspondence School - Fund-Net Financing Requirement	(66)	25	25	(91)		(91)	
Total Statutory	**77,134**	**106,265**	**106,265**	**(29,131)**		**(29,131)**	
Total Ministry of Education Expense	**959,950**	**944,987**	**994,653**	**14,963**		**(34,703)**	
Total Education Expense	**959,950**	**944,987**	**994,653**				
Total Education Appropriation	**993,572**	**943,906**	**993,572**				
	33,622	**(1,081)**	**(1,081)**				

Variance Analysis: Actuals to Original Estimates

1.	Executive Management was $0.619 million over budget primarily as a result of severance costs for the Minister's and Deputy Minister's Offices, increased salary costs, and contractual services.
2.	Includes $339K transfer to PSC for HR services.
3.	Negotiated teacher's salary increases resulting from the teachers' collective agreement settlement.
4.	Capital funding to provide grants to school boards to address approved capital projects on a more timely basis.
5.	Regional Services under expended by $0.506 million as the result of savings due to vacancies.
6.	Realignment of $0.333 million from Central Services, $0.072 million from PreK-12 Operational Support, and $0.220 million from Curriculum and E-Learning.
7.	Early Learning and Child Care Operational Support under expended by $1.012 million as the result of savings due to vacancies.
8.	Realignment of $0.806 million from Child Care Facilities.
9.	Prekindergarten space expansion, offset by realignment of $2.484 million of capital funding to School Capital Transfers and $0.806 million to *KidsFirst*.
10.	Increased education property tax credits for residential and commercial property.
11.	The Teachers' Dental Plan under expended by $0.722 reflecting a reduction in claims.
12.	Teacher's increased benefit costs resulting from the teachers' collective agreement settlement.
13.	The Teachers' Superannuation Plan was under budget by $30.117 million resulting from more higher paid teachers retiring than anticipated, thus decreasing the government's statutory funding requirement.
14.	The Saskatchewan Teachers' Retirement Plan was over expended from budget by $1.081 million reflecting a higher than expected level of matching contributions required from the government.

Variance Analysis: Actuals to Restated Estimates

15.	Executive Management was $0.619 million over budget primarily as a result of severance costs for the Minister's and Deputy Minister's Offices, increased salary costs, and contractual services.
16.	Realignment of $2.484 million of capital funding from Child Care Facilities.
17.	Regional Services under expended by $0.506 million as the result of savings due to vacancies.
18.	Realignment of $0.333 million from Central Services, $0.072 million from PreK-12 Operational Support, and $0.220 million from Curriculum and E-Learning.
19.	Early Learning and Child Care Operational Support under expended by $1.012 million as the result of savings due to vacancies.
20.	Realigned $2.484 million of capital funding to School Capital Transfers and $0.806 million to *KidsFirst*. Expansion of Prekindergarten programs did not fully expend the $7.5 million received in Supplementary Estimates.
21.	Realignment of $0.300 million for the Library Pilot Program to School Operating.
22	The Teachers' Dental Plan under expended by $0.722 reflecting a reduction in claims.
23.	The Teachers' Superannuation Plan was under budget by $30.117 million resulting from more higher paid teachers retiring than anticipated, thus decreasing the government's statutory funding requirement.
24.	The Saskatchewan Teachers' Retirement Plan was over expended from budget by $1.081 million reflecting a higher than expected level of matching contributions required from the government.

Revenue

Revenue for the Ministry was $10.514 million, an excess of $0.821 million over the net budgeted $9.693 million. The increase was primarily due to extensions of federal funding for the Office of French Language Coordination ($0.306 million), and for the public library systems' Community Access Program ($0.421 million). Casual Revenue also increased due to revenue from schools outside Canada teaching Saskatchewan curricula, an increase in revenue due to secondment agreements, and from the Canadian Council on Learning for research projects ($0.135 million). Revenue for Refund of Previous Year's Expenditures exceeded budget due to repayment of grants from previous fiscal years ($0.187 million). This was offset by a transfer of revenue to the Student Aid Fund and the University of Regina to administer bursaries under the Official Language in Education Agreement ($0.340 million).

The majority of revenue collected by the Ministry is attributable to federal-provincial cost sharing agreements. Other revenue is collected through fee-related services, publications, and other miscellaneous items. All revenue collected is deposited in the General Revenue Fund. A summary of the Ministry's 2007-08 budgeted revenue compared to actual revenue is presented below. Variance explanations are provided for all variances greater than $20,000.

in thousands of dollars

Revenue Category	Budget	Actual Revenue	Variance Over/ (Under)	
PRIVILEGES, LICENCES AND PERMITS				
Teacher Certificates	85	85	0	
Property and Building Rentals	0	0	0	
Examination Fees	0	0	0	
Subtotal	**85**	**85**	**0**	
SALES, SERVICES AND SERVICE FEES				
Maps, Prints, Books and Publications	130	53	(77)	1
Other Miscellaneous Services	351	379	28	2
Other Registration Fees	0	0	0	
Subtotal	**481**	**432**	**(49)**	
INTEREST, PREMIUMS, DISCOUNT AND EXCHANGE				
Profit on Foreign Exchange	0	0	0	
Subtotal	**0**	**0**	**0**	
RECEIPTS FROM OTHER GOVERNMENTS				
Federal-Provincial Cost Sharing Programs	8,570	8,957	387	3
Employability Assistance	507	507	0	
Subtotal	**9,077**	**9,464**	**387**	
OTHER REVENUE				
Proceeds from Other Funds	1	2	1	
Casual Revenue	9	144	135	4
Refund of Previous Year's Expenditures	40	387	347	5
Subtotal	**50**	**533**	**483**	
TOTAL REVENUE	**$9,693**	**$10,514**	**$821**	

Explanations of Major Variances

1. Revenue for Maps, Prints, Books and Publications was lower than the budget by $0.770 million due to fewer sales of curricula than expected.

2. Revenue for Other Miscellaneous Services exceeded budget by $0.028 million due to more student transcripts issued than expected.

3. Revenue for Federal-Provincial Cost Sharing Programs exceeded budget by $0.387 million due mainly to extensions of federal funding for the Office of French Language Coordination ($0.306 million), and for the public library systems' Community Access Program ($0.421 million). Transfers were made to the Student Aid Fund and the University of Regina to administer bursaries under the Official Language in Education Agreement, resulting in a decrease in revenue ($0.340 million).

4. Revenue for Casual Revenue exceeded budget by $0.135 million due to an increase in revenue from schools outside Canada teaching Saskatchewan curricula, an increase in revenue due to secondment agreements, and from the Canadian Council on Learning for research projects.

5. Revenue for Refund of Previous Year's Expenditures exceeded budget by $0.187 million due to repayment of grants from previous fiscal years.

For audited financial statements or further information, please contact the Communications Branch of the Ministry of Education.

Full Time Equivalent (FTE) Employee Utilization

Actual FTE utilization for the Ministry was 310.8 FTEs which was 31.7 FTEs under the original budget of 342.5 FTEs, and 33.7 FTEs under the revised budget of 344.5 FTEs. This is primarily due to delays in filling vacancies and staffing new investment positions allocated through the 2007-08 budget process.

Special Funds

All audited financial statements for ministries and special funds for the fiscal period just ended may be found at www.gov.sk.ca/finance/paccts/paccts07compendium.

Prince of Wales Scholarship Fund

The Prince of Wales Scholarship Fund (the Fund) operates under the authority of section 4.1 of *The Education Act, 1995*. The Fund was established on January 1, 2003 for the purpose of assisting students in Community Schools to complete their secondary education. The Ministry of Education administers the Fund. Donations received by the Fund qualify for a receipt for income tax purposes.

School Division Tax Loss Compensation Fund

The School Division Tax Loss Compensation Fund (the Fund) was created by an amendment to *The Education Act, 1995* through *The Treaty Land Entitlement Implementation Act* and came into force on June 22, 1993. Regulations to administer the Fund were established by Order in Council on December 14, 1994.

The Fund is administered by the Ministry of Education on behalf of school boards. The purpose of the Fund is to provide tax loss compensation to school divisions that lose tax revenue as a result of lands within that school division being set apart as an Indian reserve. The Fund receives money from the provincial (Ministry of First Nations and Métis Relations) and federal (Indian and Northern Affairs Canada) governments as part of the Treaty Land Entitlement Framework Agreement. Payments are made to affected school divisions according to the formula stated in the regulations.

Revolving Funds

Technology Supported Learning Revolving Fund

The Technology Supported Learning Revolving Fund (the Fund) is created and governed by *The Education Act, 1995*. It provides accredited high school distance learning courses to Saskatchewan students both within and outside of the Province. It recovers its costs primarily through registration and course fees.

Technology Supported Learning spans the gap where impediments such as distance, disability, and time restrict access to students to physically attend classes for accredited courses. The provision of curriculum through this medium ensures that all students have access to the high quality of education available to the residents of Saskatchewan that can lead to further education and/or employment.

The following table outlines summary information on budgeted and unaudited actuals for 2007-08 relating to operations of the Fund. Variance explanations have been provided for all variances that are $25,000 or greater.

in thousands of dollars
(unaudited)

	Budget	Actual (unaudited)	Variance Over/ (Under)
Revenue	1,430	1,123	(307) [1]
Expenditures			
Cost of Goods Sold	60	46	(14)
Gross Profit (Loss)	1,370	1,077	(293)
Administrative			
Administrative Expenditures	1,856	1,696	(160) [2]
Net Profit (Loss)	(486)	(619)	(133)
Subsidy from General Revenue Fund	376	667	291
Net Profit (Loss) After Subsidy	(110)	48	158

Explanation of Major Variances

1. Revenue was $307,000 lower than budget due to the discontinuation of some courses. In addition, the transition of course delivery from print-based to on-line has caused a decrease in registrations.

2. Administrative expenses were $160,000 below budget because of the reduced postage due to transition to on-line courses and a reduction in salaries due to the discontinuation of some courses.

For More Information

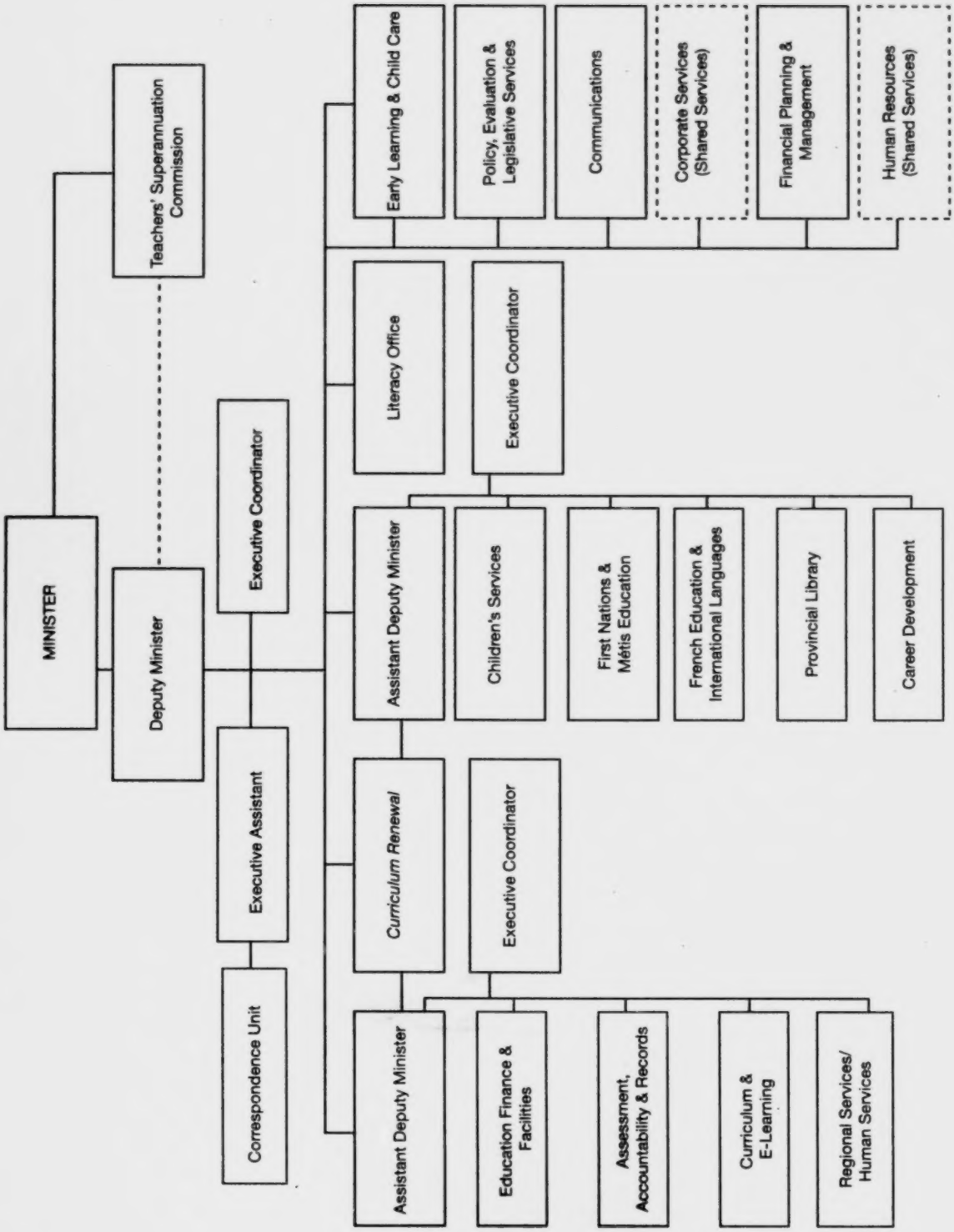
If you have any questions or comments on the Ministry of Education's performance results we invite you to call 1-888-775-3276.

Or contact:

Ministry of Education
Communications Branch
5th Floor, 2220 College Avenue
REGINA SK S4P 4V9

You can also visit the Ministry's website at www.learning.gov.sk.ca to find more information about Ministry programs and services, as well as links to our sector partners.

Appendix 'A' – Organizational Chart at March 2008



Appendix B – Legislation

C-7.3	Child Care Act (shared responsibility with Social Services)
C7.3 Reg 2	Child Care Regulations, 2001
E-0.2	Education Act, 1995
E-0,2	Loi de 1995 sur d'education
E-0.1 Reg 1	Education Regulations, 1986
E-0.1 Reg 11	Independent Schools Regulations
E-0.1 Reg 15	Home-based Education Program Regulations
E-0.1 Reg 18	School Division Tax Loss Compensation Fund Administration Regulations
E-0.1 Reg 9	Board of Education Public Accounts Regulations
E-0.2 Reg 11	Teacher Certification and Classification Regulations, 2002
E-0.2 Reg 16	2006-07 School Grant Regulations
E-0.2 Reg 4	Conseil scolaire Fransaskois Election Regulations
E-0.2 Reg 6	Electronic Meeting Procedures Regulations
E-4.1	Education Property Tax Credit Act
E-4.1 Reg 1	Education Property Tax Credit Regulations
G-5.1	Government Organization Act
G-5.1 Reg 125	Ministry of Education Regulations, 2007
L-9.02	League of Educational Administrators, Directors and Superintendents Act, 1991
L-14.01	Libraries Co-operation Act
L-14.01 Reg 1	Libraries Co-operation Honoraria Regulations
P-39.2	Public Libraries Act, 1996
P-39.2 Reg 1	Public Libraries Regulations, 1996
R-11.1	Registered Music Teachers Act, 2002
S-8.2	Saskatchewan Association of School Business Officials Act, 2004
T-6.1	Teachers' Dental Plan Act
T-7	Teachers' Federation Act, 2006
T-8	Teachers' Life Insurance (Government Contributory) Act
T-8 Reg 1	Teacher's Life Insurance Regulations
T-9.1	Teachers' Superannuation and Disability Benefits Act
T-9 Reg 1	Teachers' Superannuation and Disability Benefits Regulation

The Teachers' 1990-91 Collective Agreement Implementation Act